**Kim Holley’s Structured Small Group Program**

“Metamorphosis: Makin’ the Change”

**Goal/ Purpose**

Within the first 9 weeks, 6th grade students will learn and implement social development skills so as to reach their fullest academic potential.

**Population**

The group is for 6th grade students that need assistance in the transition from an elementary school setting to a middle school setting. They struggle fitting in and their grades are slipping.

**Rationale/ Need**

Sycamore Creek Elementary School in Raleigh, NC strives toward academic excellence. In 2011, 91.4% of their 5th grade students passed the EOG in Math and 90.5% in Reading (ncreportcards.org). This is 10-15% higher than the state average. Upon transitioning to Leesville Road Middle School in Raleigh, NC some of these students show significant drops in their scores. They are one of four feeder schools to Leesville, who in 2011 had 6th grade EOG scores of 76.8% in Math and 75.4% in Reading (ncreportcards.org). These scores hit at or below the state average. Comparatively there is a problem when top scoring students begin to slip. Leesville’s desire is for their student’s to reach their fullest academic potential so finding out the reason for the drop is of utmost importance. Difficulty transitioning often times is a cause of this kind of drop in scores. I will provide a survey for the students who transitioned from Sycamore Creek to fill out that is representative of their feelings in regards to how they transitioned on a 1-10 score (located in the appendix).

**Theoretical Orientation**

Rational Emotive Behavior Therapy will be used to correct irrational beliefs in the students. This group theory works well with students struggling with interpersonal and relationship problems because they can see positive changes in others that will encourage their growth (Erford, 2010) The approach will be cognitive in nature and topic specific. Relational Cultural Theory will also be used to help facilitate student growth in better understanding their peers and identifying with them (Tucker, 2011).

**Ethical, Legal and Multicultural Issues**

One must be aware of the complex nature of a mixed gender and ethnic group. It will be important to lay the frame work for a safe group. Allow them to help set rules and boundaries for the group. The group will do its best to maintain confidentiality but it must be noted that in circumstances of threat to self, others, or abuse it will be broken. It is important that the counselor be self aware so as to not project onto the student. In this multicultural setting it will be important to address conflict that comes about change the negative ideas to positive ones. Before starting the group it is also necessary to receive informed consent from the child’s parents to make them aware of and back the group services.

**Recruitment and Screening**

Recruitment will be done through flyers and emails to teachers. They will be able to see and know what students of there are struggling in the new setting. Notes will be sent home to parents asking if their child could be a part of the transition group. If they respond positively then the child will be interview by the counselor as to their fit for the group. One must be aware of the school social hierarchy and plan group accordingly. It is also important that students who could monopolize the group not be included.

**Structure**

This counseling group is a 6 session closed group that includes students who are having difficulty transitioning from elementary school to middle school. It will be six weeks in duration held during Wednesday’s free period (45min) in the conference room.

**Core ASCA Standard(s)**

* PS: A2.8 Learn how to make and keep friends.
* PS: A1.11 Identify and discuss changing personal and social roles.

**Core State Academic Standard(s)**

* NC Standard course of study- Math:

1.02    Develop meaning for percents.

a. Make estimates in appropriate situations.

* Core Standards- Writing:

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented

* NC Visual Arts Course of Study:

4.01 Recognize and discuss art as a means of communication and persuasion.

4.02 Understand the use of life surroundings and personal experiences are used to express ideas and feelings visually.

**Objectives**

* School Counseling-
  + The students will be able to identify characteristics of a good friend when in social situations 8-10 times. (PS: A2.8)
  + The students will be able to articulate unrealistic expectations and change them to realistic expectations 8-10 times. (PS: A1.11)
* Math-
  + The students will write down what they feel to be characteristics of a good friend regarding being accepted by their peers in a social situation and will then chart the percentage rates of the data with 80% accuracy. (NC Math Course of Study-1.02.a)
* Language Arts-
  + The students will write paragraphs about their current unrealistic expectations in their school environment and contrast that with realistic expectations meeting 80% of the requirements for writing a proper paragraph. (Core Standards- W2:a-f)
* Visual Arts-
  + The student will create a positive bumper sticker slogan reflecting realistic expectations to replace what their current expectations are. (NC Visual Arts Course of Study-4.01 4.02)

**Program Evaluation**

A pre and post test will be given for each of the six sessions. I will then compile the answers and analyze the data. Correlations will be made as to the success rate of the group and their acclimation to the new social setting. The original needs assessment will be helpful here as well because we can correlate that data along with the follow years EOG scores to observe the academic improvement as well. The pre and post tests are located in the appendix.

**Session 6**

**Title: “**BFF’s”

**Brief Summary of Session:** The students will discover qualities and characteristics that will help them make and keep friends in their new school. They will see the need to have these qualities and seek out these qualities in friend choices.

**Theoretical Orientation:** REBT, Relational-Cultural Theory (Tucker, 2011)

**Specific Group Technique:** List characteristics of good friends and evaluate them.

**Duration:** 45 Minutes

**Materials/ Media:** Paper, Pencil, Whiteboard, marker

**Core ASCA Standard(s):**

* PS: A2.8 Learn how to make and keep friends.

**Core State Academic Standard(s):**

* NC Standard course of study- Math:

1.02    Develop meaning for percents.

Make estimates in appropriate situations.

**Objectives:**

* School Counseling- The students will be able to identify characteristics of a good friend when in social situations 8-10 times. (PS: A2.8)
* Math-
  + The students will write down what they feel to be characteristics of a good friend regarding being accepted by their peers in a social situation and will then chart the percentage rates of the data with 80% accuracy. (NC Math Course of Study-1.02.a)

**Assessments**: A pre-test and post test will be used to assess students improvements upon the stated goals and objectives. These two tests will then be evaluated against each other to find the rate of group success. (Included in the appendix)

**Procedures/ Instructional Strategy:**

Opening-

The students will describe how small (not included) or big (included) they feel today using their arms and hands.

Working-

This will be our last session together now that we can be successful in managing our social development after the transition.

Making friends can be difficult and making good friends can be even more difficult. I want you guys to list the top 8 qualities that you think are important in a good friend.

We will now compare and chart our answers to find what characteristic ranked with the highest percent.

Processing-

Are these characteristics that you seek in other people characteristics that you see in yourself?

Do you make a good friend?

Lastly, we will go around and each member will name one character or quality that we see in one person and then do the same for all the group members.

Closing-

We will close the same way we opened. The students will describe how small (not included) or big (included) they feel today using their arms and hands.

**Homework/ Ownwork**: No own work as it is their last group session together except to begin implementing the tools you have learned for coping with transition.

**Group Stage and Emerging Issues:** This group will be conducted during the ending stage. Issues may arise from the grief associated with the ending of the group. Friendships may have formed through the shared experience. The consistent support that a group can provide will now be gone. It will be important to terminate well, allowing students to say goodbye.

**Session 2**

**Title:** “Great Expectations”

**Duration:** 45Minutes

**Brief Summary of Session:** Students will evaluate their relational expectations pertaining to transitioning to middle school. If their expectations are unrealistic they will then create a new set of expectations.

**Theoretical Orientation:** Rational Emotive Behavior Therapy

**Specific Group Technique:** Survey Technique (Vernon, 2002, p. 58). Rational Bumper Stickers (Vernon, 2002, p. 62).

**Materials/ Media:** Paper, pencil, plain paper, crayons/markers/colored pencils, Jelly Belly jelly beans, Picture of Mac slogan (in appendix)

**Core ASCA Standard(s):**

* PS: A1.11 Identify and discuss changing personal and social roles.

**Core State Academic Standard(s):**

* NC Course of Study- Language Arts:

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented

**Objectives:**

* School Counseling-
  + The students will be able to articulate unrealistic expectations and change them to realistic expectations 8-10 times. (PS: A1.11)
* Language Arts-
  + The students will write paragraphs about their current unrealistic expectations in their school environment and contrast that with realistic expectations meeting 80% of the requirements for writing a paragraph. (Core Standards- W2:a-f)
* Visual Arts-
  + The student will create a positive bumper sticker slogan reflecting realistic expectations to replace what their current expectations are. (NC Visual Arts Course of Study-4.01 4.02)

**Assessments**: A pre-test and post test will be used to assess students improvements upon the stated goals and objectives. These two tests will then be evaluated against each other to find the rate of group success. (Included in the appendix)

**Procedures/ Instructional Strategy:**

Opening-

Pass around the bag of jelly beans, pick a flavor that you most identify with today and explain to the group why you feel that way?

Just like the jelly beans we are all diverse. Make a point to talk about the rules of your group in reference to multiculturalism and safe place. Discuss confidentiality.

Working-

Going back to our jelly beans, did any of you happen to take a bite thinking it was going to be one flavor and it ended up being something completely different? Can life be that way sometimes? We expect new experiences to be one way and sometimes they completely surprise us.

I want you guys to write a short paragraph about some of your expectations, both positive and negative, you had upon entering middle school. (Play soft instrumental thinking music.)

Processing-

Do a couple people wish to share?

Did your expectations pan out or did something completely different happen?

We can’t change what happened, but how can we begin to think positively about future expectations?

Read the mac slogan, “Think different”. Whose slogan is this? (Show the picture.)

For our last activity I want you guys to turn your papers over and come up with your own positive slogans for your future outlook on life’s expectations. Come up with something fun that you can remember as you go through out your days.

Closing- Explain Ownwork.

**Homework/ Ownwork**: Ask the students to think about their slogans when they find themselves sliding back into unrealistic expectations. They can even place their bumper sticker slogan somewhere where they can be reminded often.

**Group Stage and Emerging Issues:** This session will take place as the first session of the working stage. Some students may still find it difficult to trust others in the group but enough support from other members will be there for success in the session. Group members may find it difficult to begin changing thinking patterns.

**Apendix A**

**Pre-Test and Post Test**

1. On a scale of 1-10, how realistic are your expectations of your new school?

Realistic 1 2 3 4 5 6 7 8 9 10 Not Realistic

2. On a scale of 1-10, how well do you like your new school?

Really Well 1 2 3 4 5 6 7 8 9 Strongly Dislike

3. On a scale of 1-10 how happy are you?

Very Happy 1 2 3 4 5 6 7 8 9 Very Sad

4. On a scale of 1-10, how easy is it to make friends?

Very Easy 1 2 3 4 5 6 7 8 9 10 Very Difficult

5. On a scale of 1-10, how many good friends do you have?

Tons 1 2 3 4 5 6 7 8 9 10 None

**Appendix B**

School Name (HERE)

Parent/Guardian Consent for Individual and Group School Counseling Services

This is to inform you that your student, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, has been referred to the school counselor by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for concerns related to:

Academic \_\_\_\_\_ Behavior \_\_\_\_\_\_ Social \_\_\_\_\_\_ Personal \_\_\_\_\_\_

School Counselor will conduct counseling services via:

🞏Individual counseling 🞏 Small group counseling sessions

Topics to be covered during the counseling sessions may include one or more of the following:

🞏Emotional Concerns 🞏Academic Performance

🞏Behavioral Concerns 🞏Interpersonal Relationships

🞏Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

**Confidentiality:**

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor’s hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

**Consent:**

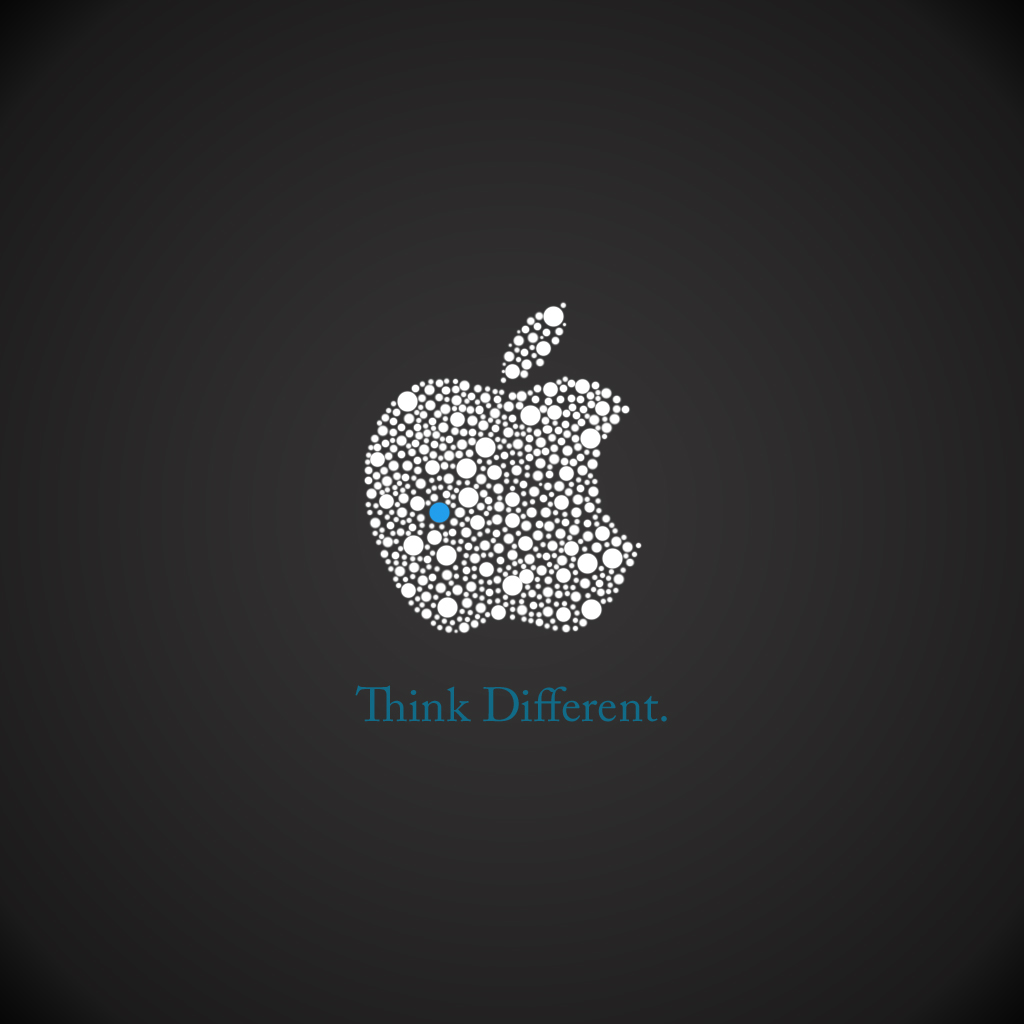
I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the contents of this informed consent.

(please print name)

I give my child permission to participate in the proposed counseling activities.

Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

**Appendix C**



Resources

American School Counselor Association (2010). Ethical Standard for School Counselors.

Alexandria, VA: Author.

Common Core State Standards Initiative (2012). Common Core State Standards for Language

Arts. Retrieved from:

<http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf>

Public Schools of NC, (2011). *Education first NC school report cards: Leesville Road*

*Middle*. Retrieved from:

<http://www.ncreportcards.org/src/servlet/srcICreatePDF?pSchCode=471&pLE>

ACode=920&pYear=2010-2011

Public Schools of NC, (2011). *Education first NC school report cards: Sycamore Creek*

*Elementary*. Retrieved from:

<http://www.ncreportcards.org/src/servlet/srcICreatePDF?pSchCode=569&pLE>

ACode=920&pYear=2010-2011

Public Schools of NC (2003). NC Standard Course of Study: Mathematics. Retrieved from:

<http://www.dpi.state.nc.us/curriculum/mathematics/scos/2003/k-8/32grade6>

Public Schools of NC (2010). NC Standard Course of Study: Visual Arts. Retrieved from:

<http://www.dpi.state.nc.us/curriculum/artsed/scos/visualarts/visual6-8>

Tucker, C., Smith-Adcock, S., & Trepal, H.. (2011). Relational-Cultural Theory for Middle School Counselors. *Professional School Counseling,* *14*(5), 310-316.  Retrieved June 5, 2012, from Career and Technical Education. (Document ID: 2406466911).

Vernon, A. (2002). *What works when: With children and adolescents*. Champaign, IL: Research Press.